

# Montana Standards-Based Education

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Presented by  
**Accreditation Division**  
Curriculum & Instruction Unit  
January 2009

# Montana Standards-Based Education

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## ***Accreditation Division Mission***

**To improve teaching and learning for all  
through leadership, coordination and  
collaboration**

# Montana Board of Public Education

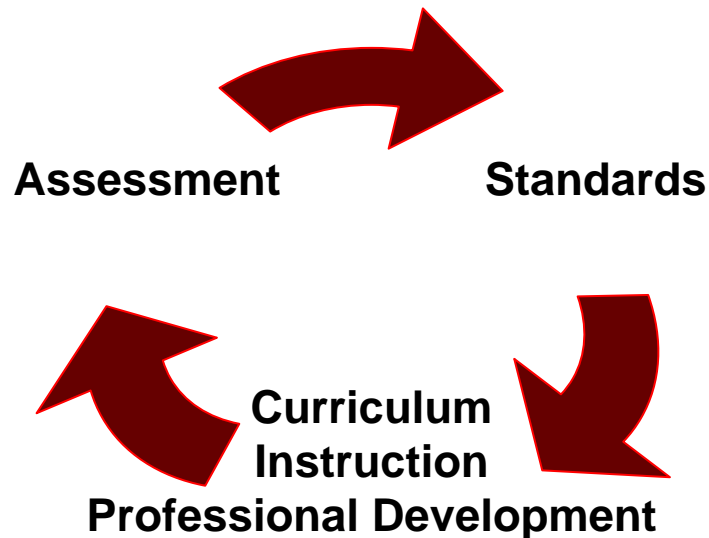
## Administrative Rules of Montana

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### CHAPTER 54

### CONTENT AND PERFORMANCE STANDARDS

**10.54.2503 Standards Review Schedule** (1) Montana's content and performance standards shall be reviewed and revised on a five-year cycle beginning July 1, 2005.



# Montana Standards Review Schedule

<b>Cycle I</b>	<b>Science</b>	<b>2006 - Adopted</b>
<b>Cycle II</b>	<b>Technology Information Literacy/Library Media</b>	<b>2008 – Adopted 2008 - Adopted</b>
<b>Cycle III</b>	<b>Communication Arts Mathematics Career/Technology Education Workplace Competencies</b>	<b>2009 – in process 2009 – in process 2009 – projected 2009 – projected</b>
<b>Cycle IV</b>	<b>Social Studies Arts School Counseling World Languages Health Enhancement</b>	<b>2010 – projected 2010 – projected 2010 – projected 2010 – projected 2010 – projected</b>



# **Montana Board of Public Education**

## **Montana Standards Revision Statement of Purpose**

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- ❑ Assure Montana citizens that its public schools are providing all children of our great state with challenging academic expectations**
- ❑ Revised standards clearly and consistently identify what students should know, understand and be able to do**
- ❑ Revised standards provide a framework to help guide local curriculum and instruction**

# Montana Board of Public Education

## Criteria to Guide Standards Revision

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### Standards

- ❑ will be academic in nature and content specific.
- ❑ will be challenging and rigorous.
- ❑ will be clear, understandable and free of jargon.
- ❑ will be measurable.
- ❑ will address diversity, specifically fulfilling the commitment to implementing 20-1-501, Indian Education for All.

# Montana Standards Revision Project

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## Indian Education for All

- ❑ The implementation of the standards must incorporate the distinct and unique cultural heritage of Montana American Indians  
(Mont. Code Ann. Article X. Sect. 1; 20.1.501; 20-9-309)
- ❑ Essential Understandings Regarding Montana Indians - <http://www.opi.mt.gov/indianed2/>



# **Montana Standards Revision Project**

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## **Five Phases of Review**

- 1. Research and Communication**
- 2. Standards Review and Development**
- 3. Revision and Approval**
- 4. Professional Development**
- 5. Implementation**



# MONTANA STANDARDS-BASED EDUCATION

## TO IMPROVE LEARNING AND TEACHING

### K-12 CONTENT STANDARDS

What all Montana students will know, understand and be able to do when they graduate from high school, ready for work and postsecondary education.

### BENCHMARKS

Check points along the K-12 continuum to assess student progress toward meeting standards.

End of Grade 4

End of Grade 8

Upon Graduation

### PERFORMANCE DESCRIPTORS

How well students apply knowledge, skills and abilities.

Novice			Nearing Proficiency			Proficient			Advanced		
Grade 4	Grade 8	Grade 12	Grade 4	Grade 8	Grade 12	Grade 4	Grade 8	Grade 12	Grade 4	Grade 8	Grade 12

### ESSENTIAL LEARNING EXPECTATIONS

The necessary content, context and thinking/reasoning skills students must comprehend and apply along the learning continuum.

K	1	2	3	4	5	6	7	8	9	10	11	12
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### STANDARDS-BASED EDUCATION IMPLEMENTATION

#### Professional Development and Technical Assistance

Ongoing opportunities using statewide, regional and local delivery venues.

Model Curriculum

Research-Based  
Instructional Strategies

Model Classroom  
Assessment

### EDUCATOR PREPARATION PROGRAMS

Initial and advanced educator preparation programs and professional development.

### CHART KEY

Blue – Approved in Administrative Rules of Montana by the Montana Board of Public Education

Aqua – Approved by the Superintendent of Public Instruction

Lavender – Guidance and Regional Ongoing Professional Development

Green – Professional Educator Preparation Program Standards (PEPPS) and On-Site Review Process

# Montana Standards-Based Education

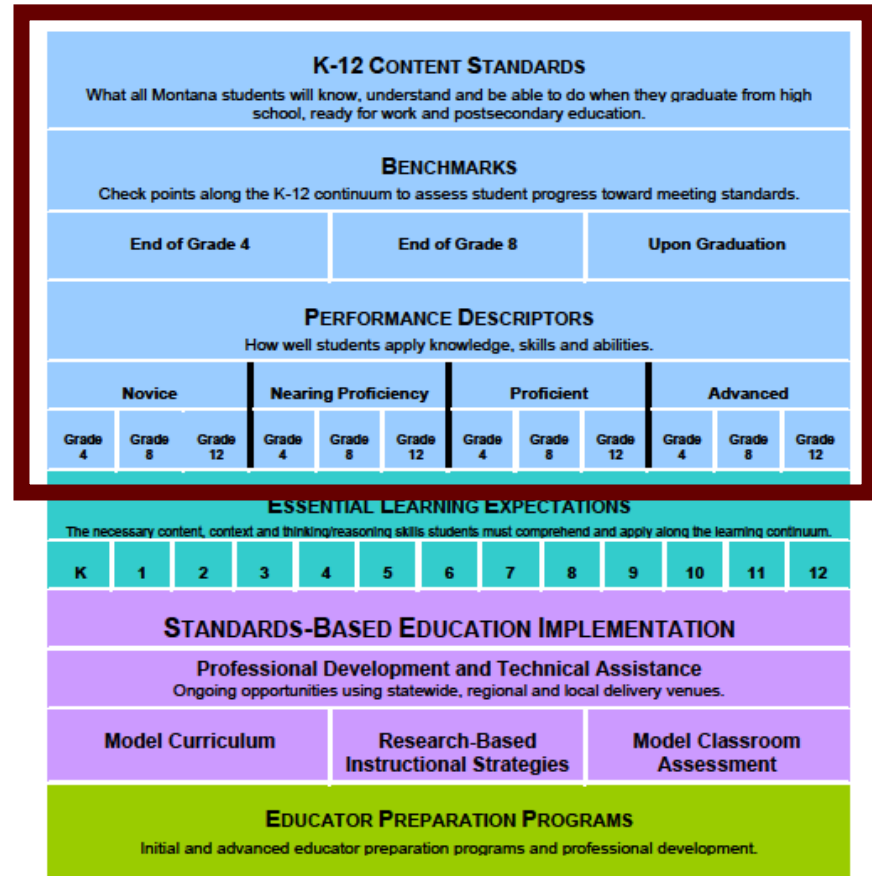
## Board of Public Education Administrative Rules of Montana

### K-12 Content Standards

### Benchmarks - End of Grades 4, 8, and Upon Graduation

### Performance Descriptors

#### MONTANA STANDARDS-BASED EDUCATION TO IMPROVE LEARNING AND TEACHING



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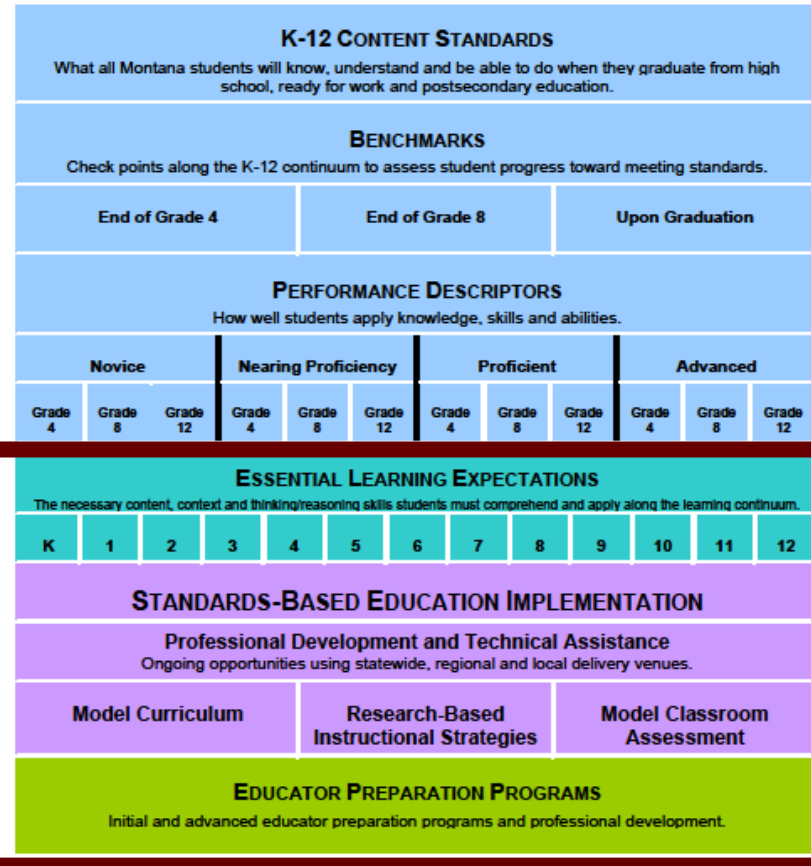
## Office of Public Instruction

## Essential Learning Expectations

## Standards-based Education Implementation

## Educator Preparation Programs

### MONTANA STANDARDS-BASED EDUCATION TO IMPROVE LEARNING AND TEACHING



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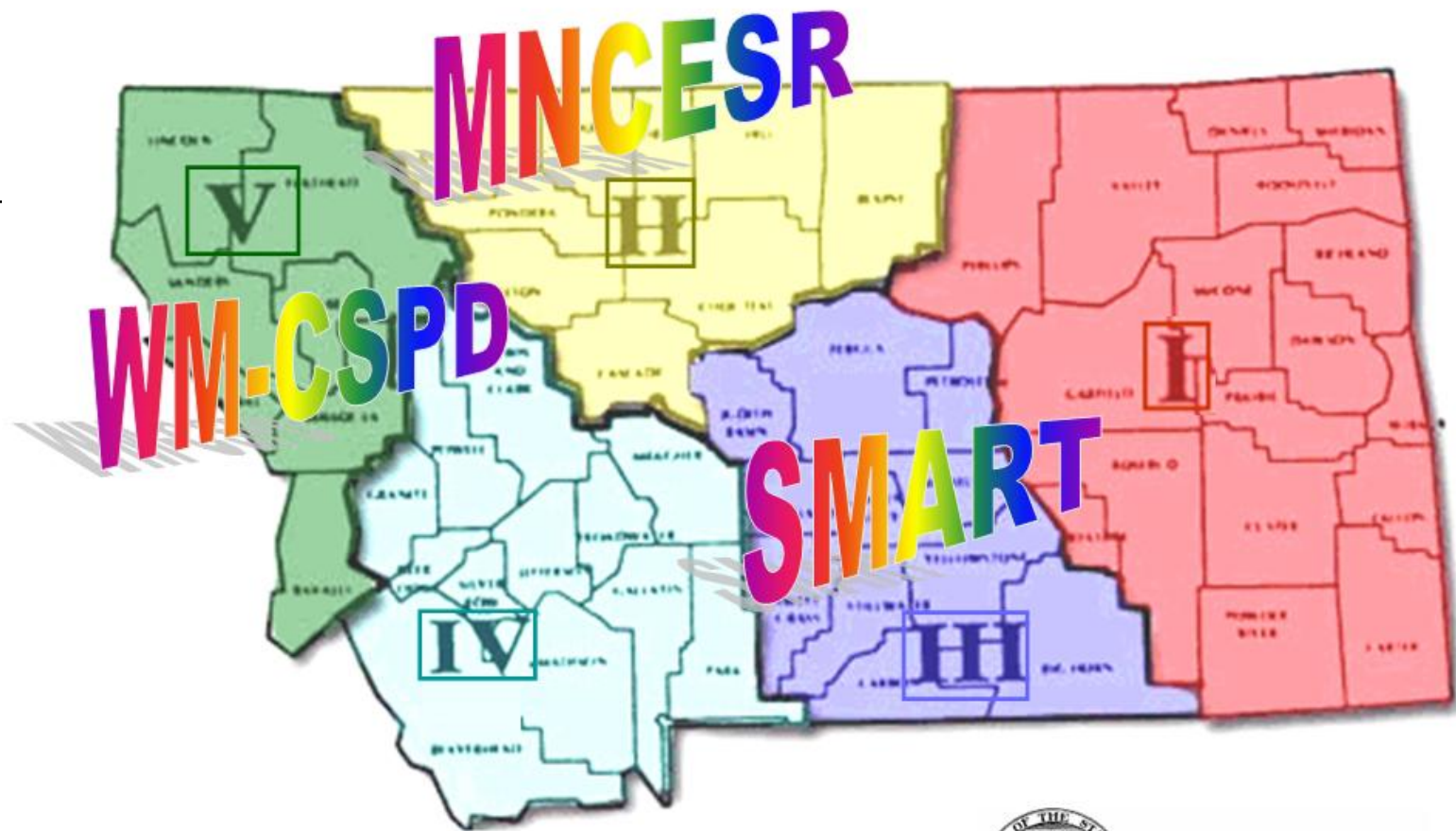


# Standards-based Education Implementation

## Standards Rollout

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- ❑ Level I provides the basic introduction and orientation.
- ❑ Level II provides high quality, job-embedded training in strategies for developing, implementing and evaluating learning experiences.
- ❑ Level III creates and sustains a network of experienced Montana educators who advocate and disseminate the ideas and methods that exemplify best instructional practices.



**Progress in Development of Montana  
Educational Service Areas – January 2009**

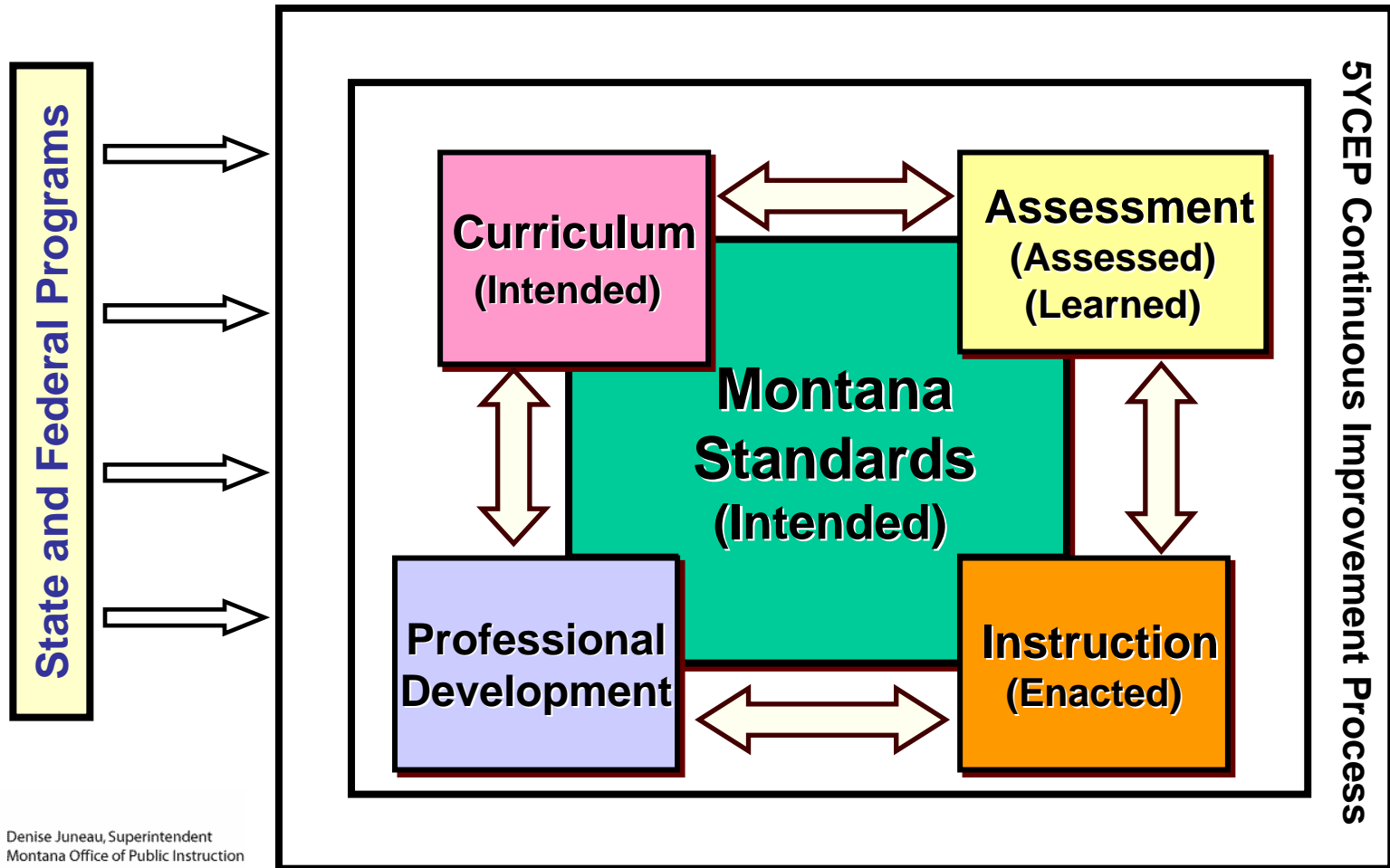


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**WM - CSPD – Western Montana – Comprehensive System of Personnel Development**  
**MNCESR – Montana North Central Educational Services Region**  
**SMART – Southern Montana Alliance for Resources and Training**

# The Five-Year Comprehensive Education Plan (5YCEP)

## *Building a Continuous Improvement Process for Montana Schools*



# Montana

## Correlates of Effective Schools

### **Academic Performance**

#### **Correlate 1: Curriculum**

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

#### **Correlate 2: Assessment**

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

#### **Correlate 3: Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

### **Learning Environment**

#### **Correlate 4: School Culture**

The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

#### **Correlate 5: Student, Family, and Community Support**

The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

#### **Correlate 6: Professional Growth, Development, and Evaluation**

The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

### **Efficiency**

#### **Correlate 7: Leadership**

School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

#### **Correlate 8: Organizational Structure and Resources**

The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning, and supports high student and staff performance.

#### **Correlate 9: Comprehensive and Effective Planning**

The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.



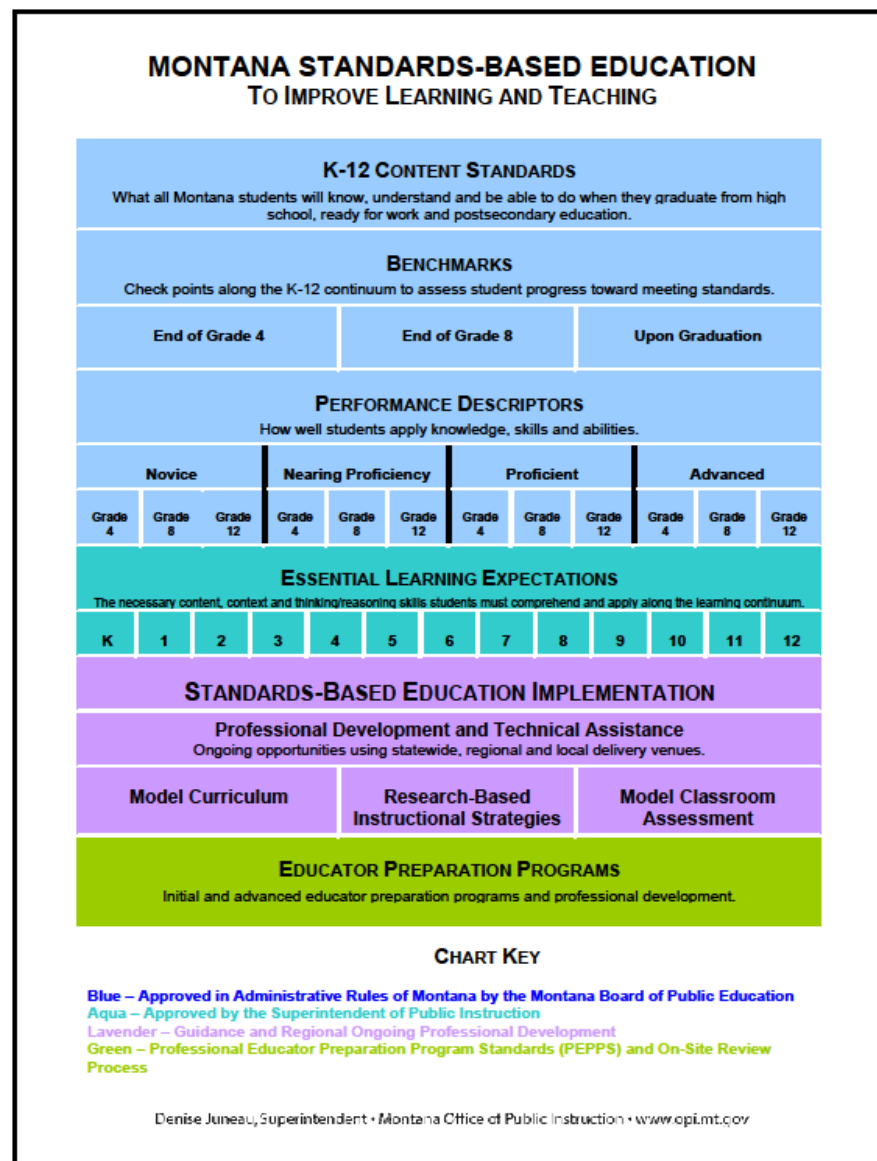
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Montana Office of Public Instruction  
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# Montana Standards and Correlates:

## Academic Performance

- ❑ **Correlate 1: Curriculum**
- ❑ The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.
  
- ❑ **Correlate 2: Assessment**
- ❑ The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
  
- ❑ **Correlate 3: Instruction**
- ❑ The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.







# The New Learning Compact - ASCD

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## Teaching the Whole Child

- ❑ Each student enters school healthy and learns about and practices a healthy lifestyle.
- ❑ Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults.



# The New Learning Compact - ASCD

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- ❑ **Teaching the Whole Child . . .**
- ❑ **Each student is actively engaged in learning and is connected to the school and broader community.**
- ❑ **Each student has access to personalized learning and to qualified, caring adults.**



# The New Learning Compact - ASCD

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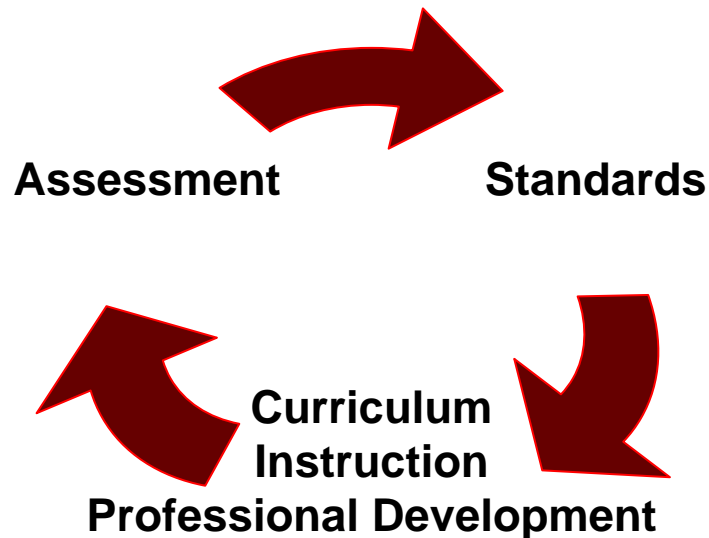
- **Teaching the Whole Child . . .**
- **Each graduate is prepared for success in college or further study and for employment in a global environment.**

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# Accreditation Division

## Organizational Structure

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- Accreditation Unit
- Al McMilin – Manager
- Programs
  - Accreditation
  - Accountability
  - Learn and Serve
  - Character Education
  - Title II, Part A SLA
  - Title II, Part B MSP
- Curriculum & Instruction Unit
- Michael Hall – Manager
- Programs
  - Curriculum Specialists
  - Gifted and Talented
  - Advanced Placement
  - Title II, Part D Ed Tech
  - E-Rate



# Montana Standards-Based Education

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Denise Juneau, Superintendent  
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**We are  
committed  
to  
standards-  
based  
education!**



3-2-1

## What will you take away today?

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- What are **3** things you learned today?
- What are **2** things you need to know more about?
- What is the **1** thing you will tell your staff or teaching colleagues about this presentation?



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